DOCUMENT RESUME

ED 082 113 CG 400 094

AUTHOR	Kopita, Ronald R., Comp.
TITLE	Searchlight: Relevant Resources in High Interest Areas. 12U Update Search. Vocational Counseling of Disadvantaged Students.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-6-2487
PUB DATE	Sep 73
CONTRACT	OEC-3-6-002487-1579(010)
NOTE	23p.
AVAILABLE FROM	Impact Publications. School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 ($1.00)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Counseling Services; *Disadvantaged Youth; Elementary School Students; Guidance Programs; *Occupational Guidance; *Program Effectiveness; Secondary School Students; *Vocational Counseling

ABSTRACT

This updated search of the ERIC system, "Dissertation Abstracts", and the journal literature yielded 69 documents which present guidance and counseling practices for particular use with minority and other disadvantaged elementary and secondary school students. (SD)

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ED 082113

searchlight

Relevant Resources in High Interest Areas

12U UPDATE SEARCH

Compiled by Ronald R. Kopita

September, 1973

This search presents guidance and counseling practices for particular use with minority and other disadvantaged elementary and secondary school students.
(69 document abstracts retrieved)

$1.00

CG 400 094

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Vocational Counseling of Disadvantaged Students

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from July 1971 through March 1973.

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Doctoral Dissertations

All dissertations listed in this search have been drawn from Dissertation Abstracts International, a publication of University Microfilms. They are available on microfilm (MF) at $4.00 per dissertation, or in bound photo COPY (X) at $10.00 per dissertation from University Microfilms.

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 058 561 CG 006 659

Bingham, William C.

Counseling the Disadvantaged about Engineering and Related Technology: A Counselor Educator's View.

Rutgers, The State Univ., New Brunswick, N.J.

Pub Date Apr 71

Note—6p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counseling Goals, *Disadvantaged Youth, Job Satisfaction, Occupational Aspiration, *Occupational Information, *Success Factors, Technical Occupations, *Vocational Counseling

Three of the variables which counselors need to attend to in helping disadvantaged youth to consider occupations such as engineering are: (1) knowledge of opportunities; (2) knowledge of self; and (3) procedures related to entry. With regard to knowledge of opportunities, it is suggested that counselors' energies would be better spent in supporting the establishment and maintenance of computerized retrieval systems in agencies such as the Employment Service. With regard to knowledge of self, it is suggested that clients be given an adequate opportunity to think through their aspirations and anticipations of satisfaction in addition to considering their aptitudes and interests. Finally, the relationship between intelligence and achievement needs to be re-examined since attributes other than intelligence are associated with achievement. School counselors should understand their clients well enough to be able to explain to admissions officers which of the student's attributes are his indicators of success. (TA)

ED 036 595 UD 009 614

Brudney, Juliet F.

Strengthening the Neighborhood Youth Corps. A Report on the Special Services and Research...

United Neighborhood Houses, New York, N.Y.

Spons Agency—Greater New York Fund, N.Y.

Pub Date Sep 69

Note—42p.

Available from—United Neighborhood Houses, 114 E. 32nd St., New York, N.Y. 10016 ($.75)

Descriptors—*Disadvantaged Youth, *Dropouts, Employee Attitudes, Employer Attitudes, Employer Employee Relationship, Job Placement, Skill Development, *Vocational Adjustment, Vocational Counseling, *Work Experience

Identifiers—*Neighborhood Youth Corps, New York City, United Neighborhood Houses

This report evaluates the United Neighborhood Houses Neighborhood Youth Corps Program (New York City) which provides work experience, remediation and counseling services for approximately 150 high school dropouts from low-income families. Counseling services, remedial education, skill training, health services, and job placement are reviewed. Also included are the findings from interviews with 55 corpsmen and their employers, three to six weeks after they had left the program. (KG)

ED 032 427 08 VT 009 265

Campbell, Robert E. And Others

Vocational Development of Disadvantaged Junior High School Students. Final Report. Research Series No. 41.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0158

Pub Date Aug 69

Grant—OEG-3-7-00158-2037

Note—91p.

Available from—Ohio State Univ., Columbus. Center for Vocational and Technical Education, 1900 Kenny Road, 43210 ($2.00)

Descriptors—Academic Aspiration, Bibliographies, Community Characteristics, Disadvantaged Schools, *Disadvantaged Youth, Dropout Prevention, *Junior High School Students, Occupational Aspiration, Relevance (Education), *Self Concept, Student Characteristics, *Student Interests, Student School Relationship, *Vocational Development

A total of 2,370 students from four different regions of the United States participated in a study to explore the educational and vocational perceptions and expectations of disadvantaged junior high school students. One school serving primarily disadvantaged students and one serving nondisadvantaged students from each of the four school districts with enrollments ranging from 50,000 to 100,000 students participated in the study. A sample of students who could read at fifth grade level or higher completed a series of inventories which measured their perceptions and expectations toward school, work, family, peers, and self. Additional information was collected relating to disadvantagement, personal plans and background, the community and the school. Major findings were: (1) Socioeconomic disadvantagement is relevant to the community context, (2) The differences between disadvantaged and nondisadvantaged students did not appear as frequently as might have been expected, (3) Educational aspirations of disadvantaged students were generally lower than those of nondisadvantaged students, and (4) Disadvantaged students reported giving more thought to school plans and future jobs, viewed teachers in a more favorable light, and reported that school was easier. The data appears in 20 appendixes. A 49-item reference list is cited. (DM)

ED 019 517 95 VT 005 648

COOKE, LOT H., JR. MORINE, JOHN P.

SUMMER INSTITUTE FOR VOCATIONAL COUNSELING AND GUIDANCE PERSONNEL (FITCHBURG, MASSACHUSETTS, NOVEMBER 28, 1966).

REPORT NUMBER BR-6-2347

PUB DATE 28 NOV 66

GRANT OEG-1-6-062347-0712

30P.

DESCRIPTORS— *DISADVANTAGED YOUTH, *GUIDANCE PERSONNEL, *SUMMER INSTITUTES, *URBAN YOUTH, *VOCATIONAL COUNSELING, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, QUESTIONNAIRES,

THIRTY-FOUR PUBLIC SCHOOL GUIDANCE COUNSELORS FROM SIX NEW ENGLAND STATES, NEW YORK, AND NEW JERSEY PARTICIPATED IN AN INSTITUTE TO BECOME ACQUAINTED WITH THE PROBLEMS AND SPECIAL TECHNIQUES INVOLVED IN COUNSELING THE URBAN DISADVANTAGED STUDENT. THE PROGRAM CONSISTED OF LECTURES BY OUTSTANDING AUTHORITIES IN THE FIELD, LIMITED DISCUSSION PERIODS, VISITS TO LOCAL INDUSTRY AND VOCATIONAL SCHOOLS, AND ACTUAL PRACTICE IN TECHNIQUES SUCH AS JOB ANALYSIS. THIRTY-THREE PARTICIPANTS RESPONDED TO A QUESTIONNAIRE WHICH REQUESTED THEIR REACTIONS TO THE INSTITUTE. IN GENERAL, THE PARTICIPANTS FELT THAT THEY HAD RECEIVED MUCH BENEFIT FROM THE INSTITUTE, BUT CLAIMED THAT IT HAD FEATURED TOO MANY LECTURES, LEFT TOO LITTLE TIME FOR DISCUSSION AND PRACTICE, AND LEFT THEM SKETCHILY PREPARED TO ACTUALLY EMPLOY THE NEW TECHNIQUES IN SCHOOL SITUATIONS. THE BACKGROUND OF THE INSTITUTE, PURPOSES, METHODS OR PROCEDURES, AND RESULTS ARE DISCUSSED. A LIST OF LECTURERS, INSTITUTE ACTIVITY SCHEDULE, PARTICIPANT APPLICATION FORM, QUESTIONNAIRE FORM, AND A TABLE OF QUESTIONNAIRE RESULTS ARE GIVEN IN THE APPENDIX. (PS)

ED 062 549 VT 015 244

DePetro, Henry

"Operation Bridge"--An Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth. First Interim Report.

Aims Community Coll., Greely, Colo.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No—P-0-3o1-0120

Pub Date 25 Feb 72

Contract—OEC-0-71-0526

Note—65p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, Cooperative Programs, Curriculum Development, *Developmental Programs, *Disadvantaged Youth, Dropouts, Educational Innovation, Inservice Education, Job Placement, *Skill Centers, Tutorial Programs, *Vocational Counseling, Vocational Education

Identifiers—Aims Community College, Career Awareness, Operation Bridge

Planned as a cooperative program between Aims College and a local school district, the exemplary program Operation Bridge will represent a comprehensive approach to the vocational needs of disadvantaged youths with a program aimed mainly toward Chicano youths from economically underprivileged families. Project features are to include: (1) providing intensive vocational counseling based on the total family unit, (2) providing a broad occupational orientation for students--K-12, (3) providing intensive tutorial assistance for all pre-vocational and vocational students participating in Operation Bridge, (4) developing a work experience program, and (5) providing job placement and followup. Results of the first year's operations include inservice training for teachers and the development and use of career exploration packages for Grades K through 6 in the pilot school district. Major recommendations are: (1) that a career skill center be implemented to give students the opportunity to explore vocational areas, (2) expansion of the program, and (3) increased utilization of advisory personnel. (JS)

ED 037 596 AA 000 529

Harrison, Don K. And Others

A Set of Generalizations and Implications for New Developments in Guidance and Personnel Services: Guidance and Student Services for the Culturally Different.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2487

Pub Date Mar-70

Contract—OEC-3-6-002487-1579-(010)

Note—13p.

Descriptors—Colleges, Community Colleges, Counselor Training, *Culturally Disadvantaged, Educational Programs, *Guidance Programs, *Guidance Services, Occupational Guidance, *Student Personnel Programs, *Student Personnel Services

This set of materials was developed for a special ERIC/CAPS Workshop on, "New Developments in Guidance and Personnel Services: Guidance and Student Services for the Culturally Different," held at the 1970 American Personnel and Guidance Association Convention in New Orleans, Louisiana. Members of the ERIC/CAPS staff developed generalizations and implications concerning the culturally different in the following areas: (1) Retraining the Culturally Different for Work Adjustment, by Don K. Harrison; (2) Training Counselors to Work with the Culturally Different, by Garry R. Walz; (3) Vocational Guidance Programs for the Culturally Different, by Juliet V. Miller; (4) College Student Personnel Programs for the Culturally Different, by Thomas A. Butts; (5) Community/Junior College Student Personnel Programs for the Culturally Different, by Ralph W. Banfield. (Author/EK)

ED 041 692 24 RC 004 562

Kuvlesky, William P

Implications of Recent Research on Occupational and Educational Ambitions of Disadvantaged Rural Youth for Vocational Education.

North Carolina Univ., Raleigh. N.C. State Univ. Center for Occupational Education.

Spons Agency—Division of Vocational and Technical Education, BAVT.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0348

Pub Date Jul 70

Grant—OEG-2-7-070348-2698

Note—23p., Paper presented at "Institute 4 Expanding Vocational Education Curriculums to Meet the Needs of Disadvantaged Youth and Adults in Rural Areas" (Mississippi State University, July, 1970)

Descriptors—*Academic Aspiration, Curriculum Evaluation, *Disadvantaged Youth, Educational Improvement, Educational Research, *Occupational Aspiration, *Rural Youth, Sociology, *Vocational Counseling

The paper represents a continuing effort at correcting misleading myths about the aspirations and expectations of disadvantaged rural youth. Useless or harmful policies and programs may result from the following erroneous assumptions: (1) that rural youth have low level aspirations for attainment, (2) that disadvantaged youth have low level achievement aspirations, (3) that aspirations and expectations become more realistic with time; (4) that aspirations importantly influence actual status attainment. Early evidence on the dynamics of aspirations and expectations is limited to a very narrow age range, and almost nothing exists to demonstrate how these phenomena change through early adulthood and later in life. The important conclusion that can be reached from existing research on status projections of rural youth is that they are projecting, for the most part, a middle-class life style. Most disadvantaged rural youth desire and expect a college education, white-collar jobs, and high prestige. ED 029 748 and ED 034 632 provide comprehensive suggestions for improving counseling and vocational opportunities for rural youth. (EJ)

ED 016 872 VT 005 037

LAW, GORDON F., ED.

RESEARCH VISIBILITY, VOCATIONAL EDUCATION IS PEOPLE--YOUTH WITH SPECIAL NEEDS.

AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.

REPORT NUMBER BR-7-0633

PUB DATE NOV 67

GRANT OEG-2-7-070633

16P.

DESCRIPTORS *BIBLIOGRAPHIES, *DISADVANTAGED YOUTH, *EDUCATIONAL RESEARCH, *TEACHER EDUCATION, *VOCATIONAL EDUCATION, COOPERATIVE EDUCATION, CURRICULUM, DEMONSTRATION PROJECTS, DEVELOPMENTAL PROGRAMS, EXPERIMENTAL PROGRAMS, HIGH SCHOOLS, OCCUPATIONAL GUIDANCE, PILOT PROJECTS, RESEARCH REVIEWS (PUBLICATIONS), TECHNICAL EDUCATION,

TWELVE RESEARCH REVIEWS IN THIS ISSUE PERTAIN TO YOUTH WITH SPECIAL NEEDS, ONE OF THE NINE MAJOR AREAS OF CONCERN IDENTIFIED BY THE PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION. THEY ARE ORGANIZED UNDER THE TOPICS-(1) OCCUPATIONALLY ORIENTED PROGRAMS WHICH INCLUDES IDENTIFICATION OF WORK CONCEPTS, (2) COOPERATIVE SCHOOL AND WORK PROGRAMS, WHICH INCLUDES EXPERIMENTAL INSTITUTE FOR TEACHER COORDINATORS, (3) DIVERSITY AND FLEXIBILITY, WHICH INCLUDES A HOME ECONOMICS CONFERENCE ON DISADVANTAGED YOUTH AND EDUCATIONAL SYSTEMS PACKAGES, (4) VOCATIONAL GUIDANCE WHICH INCLUDES A DEVELOPMENTAL PROGRAM FOR VOCATIONAL COUNSELORS, AND COLORADO DROPOUT PROJECT, (5) SPECIALLY TRAINED TEACHERS WHICH INCLUDES A TEACHER INSTITUTE FOR RURAL TEACHERS OF THE DISADVANTAGED, AND (6) EXPERIMENTAL AND PILOT PROGRAMS WHICH INCLUDES TEACHER TRAINING IN REINFORCEMENT TECHNIQUES AND INITIAL EMPLOYMENT OF SCHOOL LEAVERS. THREE ITEMS RELATE TO THE SEPTEMBER ISSUE'S SECTION ON HIGH SCHOOL AGE YOUTH AND DEAL WITH SMALL HIGH SCHOOLS, SPECIALIZED INSTRUCTORS, AND EXPERIMENTAL PROGRAMS. THE BIBLIOGRAPHY LISTS THREE OTHER COMPLETED STUDIES AND 35 STUDIES IN PROCESS. "PLAIN TALK," A CONTINUING COLUMN BY THE AUTHOR, DEALS WITH UNANSWERED RESEARCH QUESTIONS RELATIVE TO DISADVANTAGED YOUTH. THIS ARTICLE IS PUBLISHED IN THE "AMERICAN VOCATIONAL JOURNAL," VOLUME 42, NUMBER 11, NOVEMBER 1967. (EM)

ED 035 031 CG 004 761

Leonard, George E. And Others

The Developmental Career Guidance Project: An Interim Report.

Detroit Public Schools, Mich., Wayne State Univ., Detroit, Mich.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.; Office of Education (DHEW), Washington, D.C.

Pub Date Dec 68

Note—207p.

Descriptors—Aspiration, *Career Planning, *Culturally Disadvantaged, *Disadvantaged Youth, Educational Programs, High School Students, *Occupational Aspiration, Parent Participation, Program Development, *Urban Education, Vocational Counseling, Workshops

The Developmental Career Guidance Project objectives are: (1) to aid a selected group of inner-city high school students to raise and broaden their educational and occupational aspirations, (2) to develop a pilot program designated to better meet the needs of inner-city youth, (3) to involve the staffs of the participating schools in the program, and (4) to systematically evaluate the program. The first phase of the project involved a two-week workshop for school personnel. The main goal was to encourage these participants to look critically at their school program with an eye toward utilization of occupational and career as a focus for helping inner city youth to raise their level of aspiration. The setting in Detroit, the personnel involved, the rationale and broad objectives for activities are discussed at length. Data tables are found throughout the booklet. Activities are described, including counseling and guidance, curriculum, community contacts, parent involvement, broadening perceptions, and dissemination of information. Three external evaluations of the program are given together with future plans. (KJ)

ED 028 450 CG 003 575

Levhner, Saul S. Snyderman, George S

Educational and Vocational Rehabilitation of Disadvantaged Handicapped Youth.

Jewish Employment and Vocational Service, Philadelphia, Pa.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Nov 68

Note—72p.

Descriptors—*Adjustment Problems, *Disadvantaged Youth, Employment Opportunities, Employment Services, *Handicapped, Low Achievers, Occupational Therapy, *Potential Dropouts, Vocational Adjustment, *Vocational Counseling, Youth Employment

Some 276 handicapped and socially disadvantaged youth aged 16 to 18, who were likely to drop out of high school, received rehabilitation services from the Philadelphia Jewish Employment and Vocational Service (JEVS) and the Board of Education. The services included intense vocational and personal evaluation, work adjustment training, individual and group counseling, remediation, social services, job placement, follow-up, and special instructions in academic subjects. In addition to the services rendered by JEVS, an effort was made to identify the intellectual, personality, and cultural factors inhibiting adjustment to on-going school instructional programs, so that emphasis might be placed on helping the disadvantaged handicapped youth successfully accommodate to, and succeed in, school or job. Some 122 (69.1%) of the 276 youth were rehabilitated and helped to make a better adjustment in school, or get and hold jobs in the competitive labor market. (BP)

ED 063 458 VT 014 908

Lyle, Buel R.

Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools in Grades Five through Twelve. Interim Report.

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 71

Contract—OEC-0-70-5189(361)

Note—196p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Career Education, *Depressed Areas (Geographic), Developmental Programs, *Disadvantaged Youth, Intermediate Grades, Job Placement, *Occupational Guidance, Pilot Projects, Rural Schools, Secondary Grades, Student Attitudes, Suburban Schools, *Vocational Development

Identifiers—Exemplary Project in Vocational Education

To assist rural and small suburban schools in depressed areas in establishing occupational education programs for Grades 5-12, pilot programs were instituted in eight participating schools. The project worked to: (1) provide occupational orientation, (2) create favorable attitudes in mar-

ginal and disadvantaged students toward education and its contribution to the world of work, (3) relate classroom instruction to an immediate job, (4) provide vocational guidance and job placement, and (5) provide short intensive training for seniors with no previous occupational training. Each school employed a counselor and coordinator of cooperative education. Personnel from participating schools have attended in-service training sessions each quarter. Although comprehensive evaluation would be premature, preliminary findings show that all eight schools have begun to implement each objective. Reports from each of the local schools are included. (BH)

ED 026 544 08 VT 007 924

Martin, Ann M.

A Multimedia Approach to Communicating Occupational Information to Noncollege Youth. Technical Report.

Pittsburgh Univ., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0162

Pub Date Dec 67

Contract—OEC-6-85-052

Note—280p.

Descriptors—Audiovisual Aids, Behavior Theories, Career Planning, Culturally Disadvantaged, Guidance Programs, Guidance Services, High School Students, *Learning Theories, *Multimedia Instruction, *Noncollege Preparatory Students, *Occupational Guidance, Occupational Information, Questionnaires, Surveys, *Teaching Models, Vocational Counseling, Vocational Development

The central purpose of the project's research efforts is its concentration on: (1) the placing of career development of noncollege bound in a learning theory frameowrk, (2) how to communicate with and motivate the noncollege bound, and (3) the development of materials and techniques designed to provide the kind of stimulus that will permit an increase in the motivational levels of students and create conditions for the learning of those behaviors important to career planning and choice. A behavioral model on which to base guidance materials was developed by the project. This model includes three components that ought to be considered in conjunction with one another and are dependent upon one another namely, an informational component, a behavioral component, and a media component. These components allow a broad base for determining what career information is to be communicated and how it is to be communicated for a given guidance objective. Guidance curriculum units consisting of sample film modules and slide tapes for grades 8 through 12 were developed for use with noncollege disadvantaged youth. Audio-visual and other ancillary materials are in the planning and development stages. (CH)

ED 068 705 VT 017 230

Mayer, Lynne S., Comp.

Projects Funded in West Virginia Through Authority of Vocational Education Amendments of 1968 (PL 90-576), (January 1, 1971-June 30, 1972).

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date Aug 72

Note—124p.

Descriptors—*Abstracts, *Developmental Programs, Disadvantaged Youth, Federal Programs, Handicapped Students, *Occupational Guidance, Research Projects, *State Programs, *Vocational Education

Identifiers—Vocational Education Amendments of1968, *West Virginia

This publication contains abstracts of West Virginia's projects funded under the Vocational Education Amendments of 1968 for the period from January 1, 1971, through June 30, 1972. The abstracts describe projects for disadvantaged students, for handicapped students, for research, and for exemplary programs. Projects in the first group, the largest quantity, included job training programs in various vocational areas, remedial education, and guidance counseling. The second group provided similar programs for the physically, mentally, emotionally, and otherwise handicapped students. Evaluations of existing programs, development of additional courses and curriculums, and surveys were included in the research group. Exemplary projects of various kinds are presented in the last group. All of the projects described were organized and implemented in the local educational agencies and contributed to the improvement of vocational education programs in communities throughout the state. (MF)

ED 026 527 08 VT 007 753

Miller, Carroll H.

A Pilot Project for Vocational Guidance in Economically Underdeveloped Areas.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Guidance Services.

Bureau No—BR 5-0114

Pub Date 68

Contract—OEC-6-85-042

Note—48p.

Descriptors—Depressed Areas (Geographic), Disadvantaged Youth, Dropouts, Educational Planning, Employment Opportunities, High School Graduates, Mobile Educational Services, Noncollege Preparatory Students, Occupational Choice, *Occupational Guidance, Occupational Information, Occupations, *Pilot Projects, Program Descriptions, *Vocational Counseling, *Vocational Development

Identifiers—*Illinois

The purpose of this project was to establish a demonstration program to provide guidance services for: (1) non-college bound high school seniors, (2) recent high school graduates currently unemployed, and (3) former high school students who had dropped out of school within 3 years of initiation of the project. Specific objectives included: (1) provision of information regarding jobs and training opportunities, as well as sources of assistance, (2) personal counseling interviews to assist in developing an understanding of the labor market, and (3) assistance in the vocational development of the individual. The project was implemented in the 12 southern-most counties of Illinois and was extended over a 3-year period. An evaluation of the project indicated definite success in stimulating leadership for the schools involved, and adoption of selected practices by other counties and other states; however, the influence of the project upon the lives of individual students could not be quantitatively described. A 5-year follow up is considered. (CH)

ED 033 180 UD 009 152

Purcell, Francis P.

Low Income Youth, Unemployment, Vocational Training and the Job Corps.

New York Univ., N.Y. Center for the Study of Unemployed Youth.

Spons Agency—Office of Juvenile Delinquency and Youth Development (DHEW), Washington, D.C.

Pub Date Jun 66

Note—23p.

Descriptors—*Disadvantaged Youth, *Federal Programs, *Job Training, Vocational Counseling, *Vocational Training Centers

Identifiers—*Job Corps

The past history of varied operations of the Job Corps Centers indicates that the high incidence of failure to acculturize trainees to socially acceptable behavior has been due to the Centers' limited, vocational orientation. The Centers should identify the different types of deviant behavior and treat them individually. Also, they should help the disadvantaged youth acquire new values and aspirations represented by the program. (KG)

ED 023 494 95 RC 000 788

Segel, David Ruble, Ronald A

The Lincoln Project: A Study of the Educational Program of a Junior High School in a Transitional Neighborhood. A Report of the Lincoln Guidance Research Project.

Albuquerque Public Schools, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 62

Note—44p.

Descriptors—*Bilingual Students, *Curriculum, Economically Disadvantaged, *Grade 9, Guidance Counseling, Motivation, Remedial Programs, *Service Occupations, Spanish Speaking, Student Evaluation, *Vocational Counseling

Identifiers—*Albuquerque Public Schools

The Lincoln Guidance Research Project, funded by the National Defense Education Act, studied a group of junior high school students in a transitional neighborhood with major emphasis on educational needs of students who will find employment in service occupations. Recommendations included intensive remedial work at the seventh grade level, continual evaluation of students' progress throughout the junior high grades, increased guidance and counseling staff, and a third curriculum choice at the tenth grade level, in addition to college preparation and vocational education. It was proposed that students with less than high school capabilities enter a two-year intensive work-experience training program in preparation for vocational opportunities which do not require high school graduation for employment. Test results, questionnaires, and rating forms used in the study are included as appendices. (JH)

ED 041 061 UD 010 265

Seiler, Joseph

Pretesting Orientation for the Disadvantaged: Experience in Manpower Experimental and Demonstration (E & D) Projects.

Pub Date 25 Mar 70

Note—14p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, La., March 25, 1970

HC Not Available from EDRS.

Descriptors—Disadvantaged Youth, *Employment Programs, *Employment Qualifications, *Job Applicants, Job Application, Job Training, Manpower Development, Out of School Youth, Pretests, *Testing Problems, Unemployed, Vocational Aptitude, *Vocational Counseling, Vocational Education

The restricted experience of disadvantaged persons in taking employment related tests leaves them without test-taking skills. United States Department of Labor manpower experimental and demonstration manpower projects have found several approaches of use in the pretesting preparation of out of school and out of work youth and adults: special coaching on use and value of tests, pretesting in nonthreatening atmospheres, test tutoring and practice, training in test-taking skills, remedial instruction, and advance exposure to the test site. One successful program showed the value of a comprehensive program whereby, prior to final administration of the job selection test, the job seekers were provided pretesting orientation, temporary (trainee) employment, and job related basic education; also, special training was given to their supervisors on how to work effectively with disadvantaged groups. The appropriate methods for and the scope of pretesting orientation services needed by the disadvantaged will vary depending on the character of the vocational tests and the education and experience of the job applicants. [Not available in hard copy due to marginal legibility of original document.] (Author/JM)

ED 059 352 VT 013 637

Walker, Robert W.

What Vocational Education Teachers Should Know About Disadvantaged Youth In Rural Areas.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency--Office of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-47

Pub Date Oct 71

Note—29p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0847, $.30)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academically Handicapped, Bibliographic Citations, *Disadvantaged Youth, Educationally Disadvantaged, Educational Programs, *Guidelines, Literature Reviews, Program Development, Research Reviews (Publications), *Rural Areas, Rural Education, Rural Youth, Student Characteristics, Vocational Development, *Vocational Education, Vocational Education Teachers

Because of poor attitudes toward educational involvement and a lack of basic scholastic skills, some students do not succeed in the regular programs offered in the high schools. Intended to be an authoritative analysis of the literature in the field, this "state-of-the-art" paper should serve as a guideline for teachers concerned with the development of programs at the local level to meet the needs of students identified as academically disadvantaged. The paper focuses on rural academically disadvantaged students, the factors which contribute to their maladjustment, and their personal characteristics. Conclusions reveal that programs must be student-centered and designed to meet individual needs. Successful programs can be developed for students through the total involvement of the school staff and the community. Related documents are available as VT 013 374 (RIE, April 1972) and ED 057 181. (GB)

ED 048 976 52 RC 005 216

Wall, James E. Shill, James F.

Expanding Vocational Education Curriculums to Meet the Needs of Disadvantaged Youth and Adults in Rural Areas. Institute IV, Final Report.

Mississippi State Univ., State College.; North Carolina State Univ., Raleigh.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0472

Pub Date Dec 70

Grant—OEG-0-9-430472-4133(725)

Note—260p.; Report on Institute IV of the National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas, Mississippi State University, State College, Mississippi, July 20-31, 1970

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Adult Vocational Education, Curriculum Enrichment, *Economically Disadvantaged, *Program Improvement, Rural Areas, *Rural Youth, Social Mobility, Vocational Development, *Vocational Education

Institute IV of a series of training institutes for vocational and related personnel in rural areas focused on increasing the social mobility potential of disadvantaged rural youth and adults by providing opportunities for improving occupational entry and advancement. Specific objectives of the institute were to offer participants opportunities (1) to develop or improve abilities to define and identify needs of the rural disadvantaged, (2) to develop specific content and methods for use in training the rural disadvantaged, (3) to assess changes in attitudes toward work, aspirations, and self-esteem; and (4) to develop post-training procedures, structures, and relationships necessary for securing satisfactory occupational adjustment and advancement. Recommendations included that consideration be given (1) to obtaining or producing curriculum materials at reading levels commensurate to disadvantaged students' abilities, (2) to funding projects in which teachers of the disadvantaged and their students are utilized in developing and testing materials, and (3) to funding a project to study the sequential aspects of vocational-technical curriculum elements. Institute procedures and evaluation, a list of participants, and the texts of 17 presentations are included in the report. (JH)

ED 025 475 SP 002 059

Williams, Thelma M.

Implementation of the Career Guidance Curriculum and Teacher Training. Evaluation of New York City Title I Educational Projects, 1966-67. Final Report.

Center for Urban Education, New York, N.Y. Committee on Field Research and Evaluation.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date Oct 67

Note—53p.

Descriptors—*Curriculum Development, Curriculum Guides, *Disadvantaged Youth, Dropout Prevention, *Dropout Programs, Experimental Curriculum, High School Curriculum, *Inservice Teacher Education, Occupational Guidance, *Program Evaluation

Identifiers—Elementary and Secondary Education Act, ESEA, ESEA Title I, New York, *New York City

This report evaluates a program designed to develop a new curriculum for disadvantaged eighth and ninth grade students in New York City who were performing poorly in school (academically, socially, emotionally) and who appeared likely to become school dropouts. The evaluation--representing the work of a multidiscipline team of specialists in guidance, curriculum and teaching, special education, psychology, health education, social work, administration, sociology, science, and psychiatry--consists of five sections. (1) an introduction which provides a history and overview of the Career Guidance program and outlines evaluation procedures, (2) an evaluation of the curriculum and teacher training including methods by which curriculum guides were developed as written documents; appropriateness for students of curriculum changes made; extent to which new curricula were used by teachers; organization of the teacher training program; supervisors and other personnel; and the specific orientation or support obtained through inservice training, (3) an evaluation of equipment and staff including the services of five guidance counselors, class sizes, and utilization of the equipment in five industrial art shops, (4) an evaluation of pupils to provide a base for future evaluation of behavior and achievement as ascertained through achievement tests, and (5) conclusions and recommendations. Appended are copies of instruments and a list of the evaluation staff. (JS)

ED 059 362 VT 014 409

Young, William G.

An Exemplary Program for Occupational Preparation. Interim Report.

New Orleans Public Schools, La.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jul 71

Contract—OEC-0-70-4783(361)

Note—95p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, *Career Education, Disadvantaged Youth, Educational Innovation, Job Training, Occupational Guidance, Potential Dropouts, *Program Evaluation, Student Attitudes, *Vocational Counseling, *Vocational Education, *Work Attitudes

Identifiers—Occupational Awareness, Occupational Exploration

All levels of community education were included in this occupational preparation program. Elementary school emphasis was on field trips, curriculums geared to occupational choice, and development of realistic attitudes toward work. Middle school emphasis was on curriculum dealing with occupational information and guidance, and included semi-skilled training for coveraged and dropout-prone students to enable them to obtain part-time after-school and summer jobs. Instruction at senior high school level combined on-the-job training or realistic simulated employment experience with vocational guidance and job placement services. Adults, including out-of-school youth, were taught marketable skills. The program was very successful on the elementary level as measured by pretest and posttest measures of attitude toward work. Other levels were more difficult to evaluate at this stage, although vocational counseling was very well received at the senior level and enrollment in adult courses indicated community interest. Recommendations included: (1) greater efforts to enlist community support, (2) inservice training in vocational information for teachers, and (3) objective questionnaires to measure the influence of the program. (CD)

ED 068 709 VT 017 250

Career Assessment Program: Stamford High School. Final Report.

Stamford Public Schools, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date 30 Jun 72

Note—50p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, Curriculum Development, *Disadvantaged Youth, *High School Students, Interdisciplinary Approach, Occupational Clusters, Occupational Information, *Program Descriptions, Program Evaluation, Resource Materials, Skill Development, *Slow Learners, Vocational Development

Identifiers—*Career Exploration, Stamford High School

The interdisciplinary career assessment program is an experiment in curriculum revision begun in 1969 at Stamford High School, Stamford, Connecticut, for the purpose of providing instruction relevant to the needs of 86 slow learners and disadvantaged youth. The cluster concept and correlation of classroom materials to occupational assessment and skill training were essential to the program. Intended to increase self-understanding and vocational exploration, improve student adjustment to school, develop basic skills, motivate further education, and stimulate joint educational planning between the school and the community, the career education program has met with above average success. Recommendations include: (1) proper teacher selection, (2) small class size, (3) addition of cooperative work experience activities, (4) greater student involvement in curriculum development, and (5) additional provision of materials appropriate for female program participants. Further study is suggested on the implications of the program materials for all youth and for the development of career education models. Anecdotal records, questionnaires, surveys, and standardized tests were used to evaluate the program. (AG)

ED 050 362 CG 006 358

Career Guidance Through Groups. A Job Placement and Group Vocational Guidance Program for High School Youth. Phase II July 1, 1969 Through August 15, 1970.

Vocational Guidance Service, Houston, Tex.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 70

Note—71p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Opportunities, Career Planning, *Disadvantaged Youth, Economically Disadvantaged, Education, *Group Guidance, *Job Placement, *Minority Group Children, Minority Groups, Occupational Choice, *Occupational Guidance, Program Descriptions, Urban Areas, Urban Environment, Vocational Counseling, Vocational Development

The first two operational years of the Houston area Vocational Guidance Service's Group Guidance Program for minority high school youth who live in economically disadvantaged urban

areas is described. The program is experimental and is designed to prepare youth to make a positive transition from high school to suitable employment or post high school training. Objectives include: (1) exposing students to national and local labor market information and manpower trends; (2) helping students learn and implement techniques for employment and career planning; and (3) facilitating job-seeking techniques. Complete program activities are described for both years. First year results indicate that participants were more aggressive in the labor force, were better equipped to enter the labor force and earned higher wages. A second year evaluative summary points to success in respect to knowledge and motivational effects on participants, staff adequacy, program-school relationships, and program relevance to the target population. Plans for the third year are discussed. (TL)

ED 066 584 VT 016 448

Comprehensive Vocational Guidance Program for Model Cities. Interim Report.

Indianapolis Public Schools, Ind.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 14 Jan 72

Contract—OEC-0-71-0683(361)

Note—174p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Career Education, Counselors, *Developmental Programs, Disadvantaged Youth, Elementary Grades, *Guidance Programs, Job Skills, Occupational Guidance, Program Evaluation, Secondary Grades, Self Concept, *Vocational Counseling, *Vocational Development, Vocational Education

Identifiers—Career Awareness, Employment Skills

The purpose of this project was to develop a comprehensive vocational guidance program which would: (1) expose students to a wide range of vocational experiences, (2) upgrade the self-image of disadvantaged students, (3) increase the vocational awareness of students, educators, and community members, and (4) provide students with employable skills prior to termination of their education. During the first year of operation, the following accomplishments were achieved: (1) Counselors are working in elementary and junior high schools which never had the services of a counseling program, (2) Students are able to see vocational opportunities first hand and observe people actually working, (3) Parents more readily accept vocational education along with academic education, (4) Students are more aware of vocational classes, are able to make wiser educational decisions, and are more aware of the need for at least a high school education, and (5) Administrators, teachers, students, and parents have come to accept counseling as a part of the regular educational program. The activities leading to these accomplishments are discussed, and sample curriculum materials are appended. (SB)

ED 057 230 VT 014 331

ESOPUS PREP. A Residential School for Seriously Disadvantaged Youth. Final Report.

New York City Human Resources Administration, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-82-34-67-29-1

Pub Date May 69

Note—234p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 199 435, MF $0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Culturally Disadvantaged, Delinquency, Dropout Programs, *Dropout Rehabilitation, Motivation, Pilot Projects, Prevocational Education, Program Effectiveness, Program Evaluation, *Remedial Instruction, *Residential Schools, *Vocational Counseling

Identifiers—*New York City

A 2-year project was designed to: (1) assess the feasibility and relative effectiveness of three camp-setting-residential, prevocational youth manpower development programs of varying durations, (2) develop the trainability potential of hard-core school dropout youngsters, and (3) investigate the feasibility of developing new non-traditional curriculum materials. This "Prep School for the Poor" focused on reaching the most seriously deprived youth with a program of remedial education, prevocational orientation, counseling and residential living. One of the basic goals of the program was to remedy educational deficiencies to the point where the trainee had the choice of continuing his education or seeking employment in the existing job market. (Author)

ED 064 503 VT 015 883

Evaluation of Manpower Development and Training Skills Centers. Final Report.

Olympus Research Corp., Salt Lake City, Utah.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 15 Feb 71

Contract—OEC-0-70-2807(335)

Note—276p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Adult Basic Education, *Adult Vocational Education, *Culturally Disadvantaged, Disadvantaged Groups, *Federal Programs, Manpower Development, Program Administration, *Program Evaluation, *Skill Centers, Skill Development, Vocational Counseling

Identifiers—*Manpower Development and Training Act, MDTA

Skills centers represent a fairly new and different component of national manpower policy. The 70 Manpower Development and Training Act (MDTA) Skills Centers are designed to provide comprehensive manpower services for the disadvantaged, including training, basic education, communication skills, counseling, placement, and follow-up. Based on visits to 19 Skills Centers in 16 states, this report is an evaluation of the concept, rather than the effectiveness of individual centers. Conceptual strengths and weaknesses are described, and recommendations are made to improve future operations of the centers. (BH)

ED 064 504 VT 015 884

Evaluation of the Relevance and Quality of Preparation for Employment under the MDTA Institutional Training Program. Final Report.

Mentec Corp., Los Angeles, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 31 May 71

Contract—OEC-0-70-5043(335)

Note—172p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Adult Basic Education, *Adult Vocational Education, *Culturally Disadvantaged, *Federal Programs, Job Placement, Job Training, Program Effectiveness, *Program Evaluation, Vocational Counseling

Identifiers—*Manpower Development and Training Act Programs, MDTA Programs

To evaluate the effectiveness of the Manpower Development and Training Act (MDTA) institutional training program in preparing trainees for employment, interviews were held with administrative personnel, employers, counselors, and trainees. The survey revealed that completion rates are generally low, due to excessive counselor case loads, and relevance to labor market requirements could be improved, although performance varies considerably between areas. The quality of training is high--the content of occupational skills training projects is relevant to job requirements, facilities are adequate, and instructors are providing a favorable learning environment. Basic education components are providing valuable instruction in fundamental skills. The study recommends that standards of systems effectiveness be adopted based on job placement as a percentage of enrollment. Predictive modeling methods for forecasting local labor market requirements and improved methods for assessing the potential of applicants are recommended. (Author/BH)

ED 048 446 VT 012 116

A Job Placement and Group Vocational Guidance Program for Culturally Deprived High School Youth. Phase I, June 28, 1968, through June 30, 1969.

Vocational Guidance Service, Houston, Tex.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.

Pub Date 69

Note—40p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cultural Disadvantagement, *Disadvantaged Youth, *Group Counseling, *Guidance Programs, *Job Placement, Occupational Guidance, *Secondary School Students

Identifiers—Houston

This report on the first year's operation of a program providing group counseling and placement services for disadvantaged youth in Houston, Texas, outlines the development of relationships with schools, business, labor, students, and other agencies. It includes an overview of materials presented to the students and techniques used in the presentation. Despite the success of the first year, the program can be improved by increasing individual counseling and cutting the 30-week group program to 18 weeks. Suggestions are made in program developmental sequence to help guidance program administrators establish similar programs elsewhere. (BH)

ED 049 353 UD 011 468

Life Skills: A Course in Applied Problem Solving.

Saskatchewan NewStart, Inc., Prince Albert

Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).

Pub Date 71

Note—203p.; Third edition

Available from—Saskatchewan NewStart, Inc., 1st Ave. and River St. East, Prince Albert, Saskatchewan (Price unknown)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Conceptual Schemes, *Curriculum Design, Curriculum Development, *Disadvantaged Youth, Evaluation Methods, Learning Activities, Lesson Plans, Project Training Methods, Teacher Orientation, Vocational Counseling, *Vocational Education, Vocational Training Centers, *Youth Programs

Identifiers—Canada

The Life Skills course of Saskatchewan NewStart represents a serious attempt to integrate educational and psychotherapeutic principles and techniques for the development of personal competence in many areas of life. This is the third in a series of program approaches being tried on disadvantaged youth, and emphasizes the problem-solving process in skill objectives for manpower training. Course outlines, theoretical models, lesson plans, and evaluation techniques are included. (Author/DM)

ED 068 667 VT 017 094

Middle School: World of Work, Vocational Self-Concept and Career Planning. Final Report.

Hartford Public Schools, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date 26 Jun 72

Note—144p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Advisory Committees, *Career Education, *Career Planning, *Changing Attitudes, Decision Making Skills, Developmental Programs, Disadvantaged Youth, Educational Research, Grade 7, Grade 8, Integrated Curriculum, Middle Schools, Occupational Guidance, *Occupational Information, *Self

Concept, Unit Plan, Values, Vocational Counseling, Work Attitudes
Identifiers—*Career Exploration

The goals of the first phase of a career exploration project were to change attitudes toward the world of work, upgrade values, and improve the self-concepts of approximately 550 Grade 7 and 8 disadvantaged youth in two Hartford middle schools. This was accomplished through a number of experiences and activities developed in five classroom units and three counseling procedures. The classroom units focused on distribution, manufacturing, office, health service, and general service occupations, while the vocational counseling techniques were concerned with self-concepts, interests, and the decision making process. Early in the project, a broad-based advisory committee representing the major industries and employers in Hartford was established. The teachers and counselors participating in the project and the advisory committee formed six sub-committees, and each sub-committee developed a unit covering their particular occupational cluster. The project did not accomplish all its goals but a beginning was made. In subsequent years the project will be projected down into the elementary grades and up into the secondary schools with the aim of developing a comprehensive K-12 program. (SB)

ED 068 693 VT 017 196
Pre-Vocational Education. Exemplary Program Final Report.
Waterbury Board of Education, Conn.
Pub Date 16 Feb 71
Note—44p.
Available from—Research Coordinating Unit, Division of Vocational Education, Conn. State Dept. of Education, P. O. Box 2219, Hartford, Connecticut 06115
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Resources, Curriculum Design, Curriculum Development, *Developmental Programs, *Disadvantaged Youth, *Educational Research, Grade 7, Grade 8, *Occupational Aspiration, Program Development, Program Evaluation, Research Projects, Spanish Speaking, Vocational Counseling, *Vocational Education
Identifiers—*Exemplary Projects

The intent of this exemplary program in prevocational education was to enhance the vocational awareness and aspirations of 238 disadvantaged seventh and eighth grade students of Puerto Rican background through an extensive career orientation program consisting of curriculum reform and co-curricular activities. The program's activities and procedures centered around creating a school oriented program on which outside community resources would focus. Some of these community-oriented activities included in-class instruction, projects, on-site job visitation, individual and group job oriented counseling, involvement of leaders of the Spanish community, and use of resource materials for instructional and enrichment purpose from community services and commercial establishments. Evaluation of the program was accomplished through utilization of many techniques, including such activities as administrative evaluation, student evaluation as to participation and voluntary actions, and formal and informal testing of student's awareness of the world of work. Other aspects discussed in this report are: (1) time schedule, (2) budget, (3) explanation of curriculum design and development, and (4) instructional materials. (SB)

ED 052 472 CG 006 471
Project Inspire: Vocational Guidance Institute.
Greater Hartford Chamber of Commerce, Conn.; Hartford Univ., West Hartford, Conn.; National Alliance of Businessmen, Washington, D.C.
Pub Date 71
Note—93p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Economically Disadvantaged, *Economic Disadvantagement, *Educational Innovation, Educational Needs, Educational Programs, *Minority Group Children, Minority Groups, Negroes, Negro Students, Negro Youth, *Occupational Guidance, Occupational Information, Vocational Counseling, *Vocational Development, Vocational Education, Work Attitudes

Two introductory speeches suggest the general social and interracial climate in the United States. It is against this backdrop that Project Inspire is described. Its purpose is the development of a vocational guidance component within the broader school curriculum. Its major objective is elevating the awareness level of students to the work world through the establishment of a comprehensive Human Resources Library. Specific institute materials included in this booklet are: (1) sample educational projects and techniques, including an educational simulation; (2) a listing of specific career orientation program objectives; (3) sample forms and letters for program participants; (4) a Connecticut task force report on manpower needs; and (5) the results of an end-of-the-first week evaluation of institute participants' knowledge and feelings about minority youth, employment, and poverty. (TL)

ED 060 494 24 CG 007 150
Raleigh-Durham Area Vocational Guidance Institute for Counselors of Minority Youth.
North Carolina State Dept. of Conservation and Development, Raleigh.
Bureau No—BR-7-8456
Pub Date Mar 72
Grant—OEG-1-7-078456-5151
Note—129p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Career Opportunities, *Disadvantaged Youth, Employment Potential, *Employment Programs, *Employment Trends, *Manpower Utilization, Minority Groups, Negro Employment, *Occupational Guidance, Youth Employment

This institute was planned to assist public school counselors in their work with minority and deprived youth by providing information about employment conditions and opportunities in local geographical areas, by establishing regular communication lines between the schools and business and industry, and by furthering the counselors knowledge of the attitudes which these youth have towards employment, education, their place in society, and the world beyond their experience. To achieve these purposes, the series of Institute sessions included speeches, panel discussions, and group meetings with key business and industry personnel, and guided tours of plant and business operations. Additional sessions were concerned with minority group youth and their problems in planning for future work and minority group workers and their experiences in the world of work. Further sessions were concerned with the experiences of educational and government personnel involved with minority groups occupational orientations and placement. Detailed descriptions and evaluations of these sessions are included. (RK)

ED 033 818 RC 003 851
Talent Search Project, Eastern Arizona College. Progress Report (January 1, 1969 - March 31, 1969).
Eastesn Arizona Coll., Thatcher. Talent Search Project.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 31 Mar 69
Contract—OEC-08-0000235391
Note—17p.
Descriptors—*American Indians, Committees, Culturally Disadvantaged, *Financial Support, *Higher Education, Individual Counseling, Low Income Groups, Occupational Guidance, *Post High School Guidance, Projects, *Talent Identification

Talent Search counselors stress post high school training for low income and culturally disadvantaged young people through individual counseling and vocational guidance. The project at Eastern Arizona College places a heavy emphasis on educational opportunities and vocational training for Indian youth. A College Indian Coordinating Committee has been organized which has enlisted the cooperation of financial aids directors of Arizona colleges. Talent Search committees have been organized in 4 counties to perform such services as furnishing leads, helping recruit, arranging interviews, and assisting with other programs. Statistics are presented on services performed by Talent Search counselors during the first 3 months of 1969 and on Indian enrollment in Arizona colleges over a two-year period. (JH)

ED 033 204 VT 009 159
The Transition from School to Work: A Report Based on the Princeton Manpower Symposium May 9-10, 1968. Research Report Series No. 111.
Department of Health, Education and Welfare, Washington, D.C.; National Manpower Policy Task Force, Washington, D.C.; Princeton Univ., N.J.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date 68
Note—290p.
Available from—Industrial Relations Section, Princeton University, P.O. Box 248, Princeton, New Jersey 08540 ($4.00)
Document Not Available from EDRS.
Descriptors—Business Responsibility, *Conference Reports, Correctional Education, Disadvantaged Youth, Dropouts, Foreign Countries, *Job Placement, Noncollege Preparatory Students, Occupational Guidance, School Role, *Unemployment, *Vocational Education, *Youth
Identifiers—Princeton Manpower Symposium

Approximately 60 experts from education, business, government, unions and associations participated in a symposium to summarize and review the dimensions of the youth unemployment problem and to discuss the roles and responsibilities of schools, private enterprise, trade unions, voluntary agencies, and various levels of government in developing bridges between school and work for noncollege-bound youth. The introductory paper by the symposium organizing committee presents a brief analysis of the problem of transition based primarily upon the submitted papers. Background papers relating to the dimensions of the problem in the United States, experience abroad, and mechanisms for the transition include presentations by (1) Harold Goldstein, (2) Robert C. Miljus, Herbert S. Parnes, Ronald M. Schmidt, and Ruth S. Spitz, (3) Hugh Folk, (4) Sylvia McCollum, (5) Joseph S. Zeisel, (6) Franz A. Groemping, (7) Rupert N. Evans, (8) Elmer L. Winter, (9) Garth L. Mangum, and (10) Judah Drob. (JK)

ED 027 560 CG 003 395
Work-Sample Program Experimental and Demonstration Project. Final Report.
Jewish Employment and Vocational Service, Philadelphia, Pa.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date 30 Sep 68
Note—295p.
Available from—Jewish Employment and Vocational Service, 1213 Walnut Street, Philadelphia, Pennsylvania 19107
Document Not Available from EDRS.
Descriptors—*Counseling, Counseling Effectiveness, *Counseling Programs, *Culturally Disadvantaged, Manpower Utilization, Programs, *Vocational Counseling

Over a 10-month period, an experimental group of 268 disadvantaged applicants and a matched control group of 206 other disadvantaged applicants, were studied to assess the

potential of a work-sample program for improving counseling and placement services for the disadvantaged. Data analyses supports the conclusions that the program (1) helped the counselor to better understand, relate to, and communicate with the disadvantaged, (2) facilitated the development of a counseling plan or vocational objective, (3) increased the likelihood that the disadvantaged would complete counseling, be referred to more jobs, obtain jobs on initial referrals, and hold and adjust to jobs and training, (4) helped counselors to identify applicants in need of rehabilitation and other services, (5) provided knowledge on the applicant's work readiness indices, and (6) enable the disadvantaged to better understand his vocational interests and abilities, learn about different jobs, and modify his personal appearance and behavior to meet expected standards. The findings also showed that the program improved the effectiveness of counseling and placement services for the disadvantaged. (Author/EK)

ED 010 074 08

A DEVELOPMENTAL PROGRAM FOR VOCATIONAL COUNSELORS DIRECTED TOWARD SERVING DISADVANTAGED YOUTH MORE EFFECTIVELY.

BY- SWEENEY, THOMAS J.

UNIV. OF SOUTH CAROLINA, SCHOOL OF EDUCATION

REPORT NUMBER BR-5-0124 PUB DATE 66

GRANT OEG-5-85-091

66P.

DESCRIPTORS- *COUNSELOR TRAINING, *DISADVANTAGED YOUTH, *INSERVICE COURSES, *INSTITUTE-TYPE COURSES, *VOCATIONAL COUNSELING, COLUMBIA, COOPERATIVE PROGRAMS, FIELD TRIPS, SOUTH CAROLINA,

A 2-WEEK SUMMER INSTITUTE WAS CONDUCTED TO SERVE AS INSERVICE TRAINING FOR A GROUP OF 24 COUNSELORS IN EMPLOYMENT, TRADE, TECHNICAL, AND SCHOOL SETTINGS AS TO HOW THEY MIGHT BETTER SERVE DISADVANTAGED YOUTH THROUGH INDIVIDUAL AND JOINT ACTION PROJECTS. OPEN DISCUSSIONS WERE HELD AMONG THE PARTICIPANTS TO STIMULATE WORTHWHILE IDEAS IN THIS AREA, AND FIELD VISITS AFFORDED EACH OF THE COUNSELORS OPPORTUNITIES TO MEET AND TALK WITH YOUNG PEOPLE AND THEIR FAMILIES. IN ADDITION, SOCIAL WORKERS, PSYCHOLOGISTS, AND URBAN REHABILITATION PERSONNEL DISCUSSED THEIR WORK AND THE PROBLEMS WHICH THEY ENCOUNTER IN ATTEMPTING TO AID THIS POPULATION OF YOUNG PEOPLE. A SERIES OF THREE FOLLOWUP MEETINGS TO THE INSTITUTE WERE HELD ON WEEKENDS DURING THE FOLLOWING YEAR. COLLEAGUES AND ADMINISTRATIVE SUPERVISORS OF THE PARTICIPANTS WERE INVITED TO THE LAST TWO MEETINGS. THE MEETINGS SERVED TO INTRODUCE NEW DIMENSIONS REGARDING THE VOCATIONAL FUTURE OF DISADVANTAGED YOUTH AND THE NECESSITY OF PROFESSIONAL TEAMWORK IN ASSISTING THEM. THE RECOMMENDATIONS GENERATED BY THE INSTITUTE PARTICIPANTS FELL UNDER TWO MAJOR HEADINGS--(1) JOINT ACTION BY AGENCIES WORKING WITH DISADVANTAGED YOUTH, AND (2) COUNSELOR EDUCATION AND INSERVICE TRAINING. PRIMARY EVALUATION WAS CONDUCTED THROUGH THE ADMINISTRATION OF A PARTICIPANT QUESTIONNAIRE. ALL RESPONDENTS INDICATED ENTHUSIASM FOR CONTINUING PROGRAMS TO SERVE DISADVANTAGED YOUTH. IT SHOULD BE NOTED THAT EMPHASIS IN THIS DEVELOPMENTAL PROGRAM WAS APPLIED PRIMARILY TO THE STATE OF SOUTH CAROLINA. (JM)

ED 010 779

PROJECT 13.

BY- ANDERSON, CLARA M.

MINNEAPOLIS PUBLIC SCHOOLS, MINN.

PUB DATE 66

13P.

DESCRIPTORS- *COUNSELING PROGRAMS, *DROPOUTS, *UNEMPLOYED, *VOCATIONAL COUNSELING, DISADVANTAGED YOUTH, HIGH SCHOOL GRADUATES, MINNEAPOLIS,

A PROGRAM IN LOW-INCOME AREAS IN MINNEAPOLIS PROVIDED THE SERVICES OF HIGH SCHOOL COUNSELORS TO GRADUATES AND DROPOUTS BY (1) OFFERING VOCATIONAL GUIDANCE TO UNEMPLOYED GRADUATES AND ACTIVELY ASSISTING IN JOB PLACEMENT, (2) ENCOURAGING THE RETURN OF DROPOUTS TO SCHOOL AND ASSISTING IN THEIR READJUSTMENT TO ACADEMIC LIFE, (3) ORGANIZING DATA ON CLIENTS FOR USE IN CURRENT AND FUTURE STUDIES, INCLUDING CURRICULUM REFORMS, AND (4) ORGANIZING A SEPARATE SUMMER PROGRAM TO INDUCE DROPOUTS TO RESUME SCHOOLING. RESPONSE TO THE PROGRAM WAS ENCOURAGING, WITH THE COUNSELORS MAKING NEARLY 3,000 INDIVIDUAL CONTACTS IN THE INITIAL 6-MONTH PERIOD. (NC)

ED 010 231 08

COUNSELOR INSTITUTE AND FOLLOWUP WORKSHOPS, FINAL REPORT.

BY- MITCHELL, HOWARD E.

UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA

REPORT NUMBER HRD-422-65 PUB DATE 65

REPORT NUMBER BR-5-0112

GRANT OEG-8-85-008

123P.

DESCRIPTORS- *COUNSELING PROGRAMS, *COUNSELOR TRAINING, *DISADVANTAGED YOUTH, *GUIDANCE COUNSELING, *VOCATIONAL COUNSELING, CULTURALLY DISADVANTAGED, EMPLOYMENT PROBLEMS, FOLLOW UP PROGRAMS, HIGH SCHOOL STUDENTS, INSTITUTE TYPE COURSES, LOW INCOME GROUPS, PENNSYLVANIA, PHILADELPHIA, SCHOOL COMMUNITY COOPERATION,

A GUIDANCE PROGRAM WAS CONDUCTED IN AN EFFORT TO INCREASE THE PROFESSIONAL COMPETENCE OF HIGH SCHOOL COUNSELORS IN THEIR VOCATIONAL WORK WITH STUDENTS FROM LOW-INCOME GROUPS. SPECIFIC OBJECTIVES WERE (1) TO ENHANCE THE PARTICIPATING COUNSELORS' UNDERSTANDING OF THE ATTITUDES WHICH CULTURALLY DEPRIVED YOUTH HAVE TOWARD SUCH MATTERS AS EMPLOYMENT, EDUCATION, FAMILY LIFE, THEIR PLACE IN SOCIETY, AND THE WORLD BEYOND THEIR EXPERIENCE, (2) TO INCREASE THE COUNSELORS' KNOWLEDGE ABOUT CHANGING EMPLOYMENT CONDITIONS AND OPPORTUNITIES, AND (3) TO ASSIST IN THE DEVELOPMENT OF AN IMPROVED LIAISON BETWEEN SCHOOL GUIDANCE COUNSELORS AND INDUSTRIAL PERSONNEL. THE PROGRAM HAD TWO PHASES--(1) A 3-WEEK INSTITUTE, AND (2) FOLLOWUP ACTIVITIES AND PROGRAM EVALUATION LASTING APPROXIMATELY 10 MONTHS. FIFTY COUNSELORS WERE SELECTED TO PARTICIPATE IN THE PROJECT ON A VOLUNTEER BASIS. AT THE CONCLUSION OF EACH WEEK OF THE INSTITUTE, DISCUSSION GROUPS PREPARED SUMMARIES OF THEIR ACTIVITIES AND RECOMMENDATIONS FOR ACTION AND CHANGE IN THE ROLE OF THE COUNSELOR. EACH GROUP EMPHASIZED THE NEED FOR MORE EFFECTIVE COMMUNITY RELATIONSHIPS AMONG COUNSELORS, INDUSTRY, PARENTS, AND OTHER COMMUNITY AGENCIES. THEY ALSO BELIEVED THEY SHOULD HAVE A GREATER VOICE IN THE DEVELOPMENT AND CHANGE OF CURRICULUMS FOR DISADVANTAGED YOUTH. (JM)

ED 010 750 RC 000 841

POEHLMAN, C.H.; And Others

Suggested Techniques in Guidance and Counseling with Indian Youth and Adults.

Nevada State Department of Education, Carson City
66
19p.

*American Indians; *Cultural Differences; *English (Second Language); *Guidance Counseling; *Vocational Counseling; Adult Programs; Carson City

This document suggests concepts to use in counseling Indian youth and adults, and recommends ways to utilize those concepts. Cultural differences, language differences, and early childhood socialization are discussed. Emphasis is placed on helping the Indian to understand the American culture and guiding him toward a vocation. (CL)

ED 011 016 UD 001 373

JONES, Roy J.; TERRELL, David L.

Problems Associated with Developing a Realistic Employment Counseling Program for Disadvantaged Urban Youth.

64
52p.

A youth employment counseling center was established to provide a tentative working model for the setting up of new youth employment programs. Many of the socially disadvantaged youths (ages 16 to 18) served by the center had police records. The center's counseling staff was recruited from many disciplines and dealt only with the problems related to the youths' employment problems and with their developing a realistic and meaningful outlook about their future. Counseling and employment placement problems arose from the youths' inadequate means of expression, lack of know-how in taking written tests, academic handicapts, and self-defeating attitudes. The youths' police records and labor laws prohibiting youth employment further contributed to the problem of finding jobs for them. (BD)

CG 000 069

ED 013 456
Leonard, George E.
Developmental Career Guidance in Action, The First Year
Wayne State Univ., Detroit, Mich.
158P.

*Occupational Guidance, *Disadvantaged Youth, Tables (Data), Questionnaires, Counselor Role, Aspiration, *Guidance Programs, Career Planning, Vocational Counseling, Workshops, Evaluation Techniques, Program Evaluation, Consultants, *Pilot Projects

ED 012 189 RC 000 159

POTTS, Alfred M. II

Knowing and Educating the Disadvantaged, An Annotated Bibliography.

Adams State College, Alamosa, Colorado
65
462p.

*Bibliographies; *Disadvantaged Groups; *Economically Disadvantaged; *Education; Administration; Adult Education; Alamosa; Counseling; Culture; Dictionaries; Directories; Educationally Disadvantaged; Ethnic Groups; Health Education; Labor; Language; Migrants; Primary Education; Program Planning; Psychology; Public Relations; Rural Education; Secondary Education; Sociology; Surveys; Teacher Education; Vocational Education; Tests

"Knowing and educating the Disadvantaged" is an annotated bibliography of materials related to the education of migrants or the economically disadvantaged. It is arranged by both topic and title indexes. Topics include agriculture, American culture, directories, bibliographies, guides, handbooks, administration and organization of education, adult education, culture, early childhood education, elementary education, educational goals, health education, home economics, Indian education, migrant education, primary education, rural education, secondary education, education and general statistics, teacher education, vocational education, guidance and counseling, health, immigrants, Indian Americans, labor, language and language arts, legislation, migrants, minority groups, Negro Americans, poverty psychology, public relations, PUerto Ricans, sociology, Spanish Americans, and tests and testing. (CL)

ED 014 083 CG 000 028
Frick, Donald L.
A Training Program for Vocational Counselors. Final Report
Colorado State Univ., Ft. Collins
Feb 1967
44P.

*Counselor Preparation, Educational Programs, Cultural Disadvantagement, Disadvantaged Youth, Administrator attitudes, *Secondary School Counselors, *Vocational Counseling, Vocational Schools

An intensive vocational counselor training program lasting five weeks was held for 21 secondary school counselors in Colorado. Counselors were required to have a bachelor's degree, to qualify for counselor certification, and to be actively engaged in counseling. Admission priority was given to counselors from depressed areas. The purposes of the program were to train counselors in skills related to aiding youngsters make vocational choices, to inform counselors of vocational opportunities provided by the Vocational Education Act of 1963, the Economic Opportunity Act, and the Manpower Act of 1965, and to give them a basic understanding of vocational philosophy and information. Problems of students from depressed areas, and preventative counseling were points of emphasis. The structure of the program was-- two weeks were spent studying vocational material, two weeks emphasized counseling interviews held by the trainees with clients from a vocational-technical school, and one week was devoted to a joint session of trainees and representatives from their administrations. A follow-up study and evaluation were part of the project. Counselors felt their knowledge about vocations and recent Federal legislation increased, their role in vocational counseling was clarified, and communication between administrators and themselves increased as a result of the program. (PS)

ED 011 456 JC 670 249

The General Curriculum, a Proposal for the Development of a Program for the Educationally Disavantaged, Volumes 1 and 2.

Saint Louis Junior College District, Missouri

65
223p.

*Counseling Programs; *Curriculum Development; *Educationally Disadvantaged; *General Education; *Junior Colleges; Autoinstructional Programs; Disadvantaged Youth, St. Louis

Forest Park Community College in St. Louis has launched a pilot program (the general curriculum) which attempts to develop a means of meeting the real counseling and training needs of educationally disadvantaged students at the Junior College level. The development of such students occurs on three different levels. Teaching on the first level, "Basic Skills" (Mathematics, Reading, and Written and Oral Expression), relies to a great extent on autoinstructional devices. Teaching on the second level, "Personal Enrichment," emphasizes core concepts in general education courses. Counseling on the third level, "Adjustment to Self and Society," is community-centered and directed toward establishing student self-esteem and clarifying student vocational goals. A budget for the program is presented, and six appendixes discuss the program's purposes, methods and theory in detail. (AD)

ED 021 970 VT 002 622
Peterson, Neil D.
A PILOT PROJECT IN VOCATIONAL GUIDANCE, PLACEMENT AND WORK EXPERIENCE FOR YOUTH FOR WHOM EXISTING WORK EXPERIENCES ARE NOT APPROPRIATE.
Livonia Public Schools, Mich. Dept. of Secondary Education.
Pub Date Apr 67
Note—65p.

Descriptors—*HIGH SCHOOLS, OCCUPATIONAL GUIDANCE, *PILOT PROJECTS, *POTENTIAL DROPOUTS, STUDENT CHARACTERISTICS, STUDENT EVALUATION, SUCCESS FACTORS, TESTING PROGRAMS, *WORK EXPERIENCE
Identifiers—Michigan, Livonia

Twenty-five sophomore students recommended by their school principal or counselor participated in a pilot educational program designed to be appropriate to the interests and needs of potential high school male dropouts. Test scores, inventories, student records, office files, and employment analyses of the participants were examined to determine similarities of those students who showed some or little success in school, on the job, or in school and on the job. The students were provided with some form of low-level community work experience and 1 hour per day in the classroom. Some findings were: (1) The boys participating in the project had a mean IQ of 88 with a range of 82 to 99 for 96 percent of the group, (2) 82 percent of the participants scored below the 50th percentile on the Iowa Silent Reading Test, (3) All of the students tended to score low in mental ability and achievement tests, and (4) The boys as a group had a dislike for academic subjects before and during the study. The objectives of the project were generally met, and the majority of the boys were retained for the 1965-66 school year. Although the project had its impact and served a good purpose, it was concluded that the progress made by the participants was not commensurate with the time, effort, and money invested in their interests. (WB)

ED 023 110 CG 002 764
Guidance for Educationally Disadvantaged Pupils.
New York State Education Dept., Albany.
Pub Date 66
Note-33p.

Descriptors-*Counseling Services, *Counselor Role, *Disadvantaged Youth, *Educationally Disadvantaged, Family Relationship

Some characteristics of the disadvantaged child are presented; the low socio-economic family is described; and some of the current myths perpetrated about this segment of society are examined. The disadvantaged child's suspicion of school and his unhappy experiences there require extra effort by the counselor. Ways in which the counselor can begin to explore the problem in his school are presented. Approaches and techniques for use with the disadvantaged child are presented. Major challenges to the counselor include: (a) the development of good home-school relationships, (b) the provision of remedial and tutorial services, (c) the expansion of educational and vocational horizons, and (d) the involvement of the entire educational team to achieve the goal of meaningful education for the disadvantaged child. (IM)

ED 037 504 UD 009 712
Herdler, Joseph A.
Youth Adjustment Programs in the Kansas City Schools.
Kansas City School District, Mo.
Pub Date Jun 68
Note—202p.

Descriptors—*Disadvantaged Youth, *Dropouts, Economic Disadvantagement, Fatherless Family, *Low Achievers, Mentally Handicapped, One Parent Family, Physically Handicapped, Vocational Counseling, *Vocational Education, *Work Study Programs
Identifiers—Basic Education Student Training Program, Kansas City, Missouri, Missouri Cooperative Work Program, Neighborhood Youth Corps, Project Rotary Sponsor, Rotary Board Of Education Double E Program, Work Study Program

This report evaluates nine projects geared toward economically disadvantaged youth with low employment potential, who are having or are likely to have difficulties with school work. The programs are: the Neighborhood Youth Corps, designed to provide paid work experience for young men and women, ages 16 to 21, the Rotary Sponsor Project, which provides companions for fatherless adolescent boys, the Storefront Schools, for children who cannot function in a classroom; Basic Education Student Training Program, to help girls develop skills and attitudes helpful to them vocationally, Manpower Training Program, the Missouri Cooperative Work Program for the Mentally and Physically Handicapped, the Central Placement Service, to help school district personnel find jobs for students, the Work-Study Program, and, the Rotary Board of Education Double E Program (Education, Employment), for high school dropouts. (KG)

ED 042 535 RC 004 582

Picou, J. Steven Hernandez, Pedro F.

Perceived Sources of Personal Aid and Influence for the Occupational Aspirations of Black High School Seniors: A Rural-Urban Comparison.

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Feb 70

Note—19p.; Paper presented at the annual meeting of the Association of Southern Agricultural Workers, Rural Sociology Section (Memphis, Tennessee, Febuary 1970)

Descriptors—Counseling Effectiveness, Lower Class Students, *Negro Students, *Occupational Aspiration, *Parent Influence, *Rural Urban Differences, Seniors, Socioeconomic Status, *Teacher Influence

Identifiers—*Louisiana

Rural and urban seniors from all-black high schools in Louisiana were given group-administered questionnaires to determine the influence of 5 primary contacts on the formation of occupational aspirations of youth. The 5 primary contacts generally acknowledged to have some influence were parents, relatives, friends, teachers, and guidance counselors. The 264 respondents were classified by residence (rural or urban) and by sex. The Kruskal-Wallis one-way analysis of variance was used to determine signigicant variations among the student categories. Parents were found to be the most helpful and influential for all categories of students. Teachers were second in influence but were more influential to rural students than to urban students, as were guidance counselors. Relatives were rated more influential by urban students than were guidance counselors. The influence of friends was not significant except for rural males. It was concluded that a general theory of occupational choice cannot be formed until explanations for the differential influence of primary contacts are provided. (JH)

ED 042 884 VT 010 473

One Paradigm for Vocational-Technical Counseling (Santa Fe Junior College Workshop, Gainsville, Florida, June 1969).

Santa Fe Junior Coll., Gainesville, Fla.

Pub Date Oct 69

Note—57p.

Descriptors—Counselor Role, Counselor Training, Educational Philosophy, *Educational Trends, Group Counseling, *Secondary School Counselors, Testing, *Vocational Counseling, *Vocational Education, *Workshops

Identifiers—Counselor Workshops

The purpose of this summer workshop was to enhance communication channels between the public school and college personnel, to acquaint public school personnel with resources for enlarging their counseling programs, and to expand upon the concept of vocational counseling. Presentations included (1) "New Dimensions/Problems in Secondary School Counseling" by Clifford R. LeBlanc, (2) "Future Dimensions in Vocational-Technical Education" by E.L. Kurth, (3) "Introduction to Growth Group Experiences" by Tal Mullis, (4) "New Perspectives in Group Work" by Richard Blouch, (5) "Counseling the Disadvantaged" by J.D. Beck, (6) "Counselor Use of Tests" by Marlin R. Schmidt, and (7) Summary and Conclusions by April O'Connell. (CH)

ED 043 896 CG 005 862

Rothstein, Harvey J.

Problems and Issues in the Counseling of the Disabled Disadvantaged Patient.

American Psychological Association, Washington, D.C.; Veterans Administration Hospital, Montrose, N.Y.

Pub Date Sep 70

Note—12p.; Paper presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

Descriptors—Counseling, *Counseling Effectiveness, Counselor Characteristics, Counselor Performance, Counselor Qualifications, Cultural Disadvantagement, *Culturally Disadvantaged, *Disadvantaged Groups, *Physically Handicapped, Vocational Counseling, *Vocational Rehabilitation

In the counseling phase which is imbedded in the global vocational rehabilitation process, the primary challenge, in dealing with the disabled disadvantaged client, is viewed as being the disadvantagement rather than the disability per se. A multitude of factors and interacting clusters of variables that influence the counseling process with these persons are identified: (1) the negative, resistive attitude or, at least, the unenthusiatic and guarded orientation; (2) the usually alien and unfamiliar qualities (to the disadvantaged client) of agencies; (3) the social, cultural, educational and emotional gaps between the middle-class counselor, black or white, and his disadvantaged client; and (4) the foreign quality of a verbal, interpersonal model of transaction. Suggestions for improving counselor effectiveness with the disabled disadvantaged are offered: (1) minimizing the effects of unfamiliar settings and procedures, and (2) altering the counselor's basic orientation where style, content, goals, and evaluation are concerned. Qualities of counselors who would work most effectively with these clients are delineated. In conclusion, the author notes that the above efforts would have an ameliorative effect, but that only significant social, economic and political changes will truly alter the condition of the disabled disadvantaged. (TL)

ED 044 380 24 SP 004 404

Mathieson, Moira B., Comp. Tatis, Rita M., Comp.

Understanding Disadvantaged Youth: Their Problems and Potentials. An Annotated Bibliography.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0490

Pub Date 70

Contract—OEC-0-8-080490-3706(010)

Note—22p.

Descriptors—*Annotated Bibliographies, Changing Attitudes, Compensatory Education, Cultural Education, *Disadvantaged Youth, *Educationally Disadvantaged, Teacher Attitudes, Teacher Education, Teaching Methods, Urban Teaching

Designed as a resource guide for teachers and teacher educators, this annotated bibliography contains 102 citations (e.g., journal articles, program descriptions, research reports) most of them dated between 1968 and 1970. There are five sections: 1) Characteristics and Problems of the Disadvantaged--22 items; 2) Attitudes Toward the Disadvantaged--16 items; 3) Methods of Teaching the Disadvantaged--19 items; 4) General and Vocational Education for the Disadvantaged--22 items; and 5) Programs for Teachers and Teacher Educators--17 items. Materials were selected from those processed by the Educational Resources Information Center (ERIC); each entry includes information on microfiche and hard copy availability through ERIC. (JS)

ED 044 467 UD 011 037

Mink, Oscar G., Ed. Kaplan, Bernard A., Ed.

American's Problem Youth: Education and Guidance of the Disadvantaged.

Pub Date 70

Note—202p.

Available from—International Textbook Company, Scranton, Pa. 18515 ($6.50)

Document Not Available from EDRS.

Descriptors—*Counseling, Counseling Goals, Counseling Programs, Counseling Theories, *Disadvantaged Youth, *Dropout Problems, Dropout Programs, Dropout Research, Dropouts, Dropout Teaching, Institutes (Training Programs), Public Schools, School Integration, *Summer Institutes, *Urban Education, Urban Schools

This book is the result of a series of workshops designed for school personnel desiring to improve educational programs for disadvantaged youth and potential dropouts. The workshops were conducted at Cornell University during the summer of 1964 through 1967. The chapters in this book on milieu, basic issues, dropout problems, counseling the disadvantaged, and action projects represent, in part, papers presented during the Cornell workshops. The problems discussed are generally concerned with disadvantaged youth in urban areas. This book is intended to be a basic text on education and guidance of the disadvantaged; it is also directed to public school educators at all levels and all varieties of assignment. (Author/JW)

ED 045 934 AC 008 916

Planning Models for Group Counseling.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Services.

Pub Date 69

Note—45p.

Available from—Publications Distribution Unit, State Education Building, Albany, N.Y. 12224 (Free to New York State school personnel when ordered through a school administrator)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Students, Changing Attitudes, *Disadvantaged Groups, Discriminatory Attitudes (Social), *Group Counseling, Models, Prevocational Education, Role Perception, Self Evaluation, Social Adjustment, *Social Maturity, *Vocational Counseling, Work Attitudes

This publication provides planning models for counseling with groups of disadvantaged adults; the models are focused on the vocational success of the individual. The trainee is helped to perceive his role realistically and to plan his future place in society. Self-evaluation and planning for future employment are major themes running through the sessions. Through the sessions the counselor can teach significant items of information regarding work and self. Although this material is especially designed for adult groups preparing to enter the labor force, the techniques may be modified somewhat for use with non-college-bound secondary students. The materials do not constitute a sequential course of study, nor do they encompass all the problems encountered by the disadvantaged worker. Rather they are planning models that counselors will want to adapt to the needs of their own clientele and the local conditions prevailing in their area. (Author/EB)

ED 052 330 VT 013 274

Gordon, Jesse E.

Testing, Counseling and Supportive Services for Disadvantaged Youth.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 69

Note—263p.

Available from—Publications Office, Institute of Labor and Industrial Relations, P.O. Box 1567, Ann Arbor, Michigan 48106 ($4.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Counseling, Demonstration Projects, *Disadvantaged Youth, Educational Innovation, *Employment Problems, Experimental Programs, Manpower Utilization, *Program Evaluation, Program Improvement, Testing

Since the passage of the Manpower Development and Training Act of 1962 (MDTA), the Department of Labor has funded over $30 million worth of experimental and demonstration (E and D) projects in an effort to discover some new directions for dealing with the unemployment problems of disadvantaged youth. To evaluate the effectiveness of these and similar projects and to chart a course to follow with future programs, this report reviews the nature of these projects in terms of assessment, counseling, and supportive services to disadvantaged youths. Specifically, the report seeks to identify the new knowledge and techniques which are innovations in working with disadvantaged youth and to determine the implications for future policies, programs, and strategies. The major sections of the report are: (1) Introduction, (2) Assessment, (3) Counseling, (4) Supportive Services, (5) Summary of Recommendations for Programs, Plans, and Policies, and (6) Appendix. (Author/JS)

ED 048 611 CG 006 269

Life Skills: a Course in Applied Problem Solving.

Saskatchewan NewStart, Inc., Prince Albert.

Pub Date Jan 71

Note—204p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Culturally Disadvantaged, Educational Programs, *Group Guidance, Groups, Human Relations, Individual Development, *Interpersonal Competence, *Personal Adjustment, *Problem Solving

This paper describes a Life Skills Course developed by Saskatchewan Newstart Inc. The course represents an attempt to integrate educational and psychotherapeutic principles and techniques for the development of personal competence in many aspects of life among the disadvantaged. It provides the student with competence in the use of problem solving skills in the areas of self, family, community, leisure, and job. Learning groups are formed which contain approximately ten students and their learning guide who is called a coach. Students participate in about 65 lessons and there are four main sources the coach encourages the students to exploit in their search for meaning and behavioral change. These include: (1) the skills and experiences the students bring to the learning group; (2) the coach's experience and training; (3) community resources; and (4) written materials containing the content and course objectives. Selected candidates for coaches go through a training program designed to prepare the learning guide as a leader of a Life Skills Group, a trainer in the application of problem solving and social skills and a resource person to his group. (RSM)

Journal Articles

EJ 043 746 090 CG 503 438
Practically Speaking Dodson, Anna G., *Vocational Guidance Quarterly*, v20 n1, pp59-61, Sep 71
*Elementary School Students, *Disadvantaged Youth, *Occupational Guidance, *Vocational Education, *Self Concept, Negro Students, Pupil Personnel Programs
The article describes an occupational program presented to inner city children for the purpose of creating better self images and consequently improved academic performance. (BY)

EJ 025 462 130 CG 501 954
Vocational Maturity among Inner-City Youths Maynard, Peter E.; Hansen, James C., *J Counseling Psychol*, v17 n5, pp400-403, Sep '70
*Maturation, *Vocational Development, *Disadvantaged Youth, *Social Factors, *Intelligence Factors, Intelligence Tests, Maturity Tests
This study investigates the efficacy of the Vocational Development Inventory in measuring the vocational maturity of inner city boys. Intelligence test results were converted to standardized I scores. Mean vocational maturity scores indicate large differences which disappear when intelligence is controlled by analysis of convariance. A variety of intellectual and social variables must be taken into account by those working with this group. (Author)

EJ 017 779 380 CG 501 255
The Vocational Aspirations of the Disadvantaged American Girl Harkness, Charles A., *J Employment Counseling* v7 n1, pp19-25, Mar '70
*Disadvantaged Youth, *Females, *Aspiration, *Vocational Counseling, *Vocational Training Centers, Counseling, Socioeconomic Status, Occupational Choice,
Concerned with aspiration and level of aspiration of 415 girls from Job Corps Center. Both educational and ethnic considerations are to be given in counseling disadvantaged youth. Expresses paucity of professional material devoted to vocational counseling of less than a college prepared person. (Author)

EJ 027 906 090 CG 502 187
Strong Vocational Interest Blank Profiles of Disadvantaged Women Harmon, Lenore W., *Journal of Counseling Psychology*, v17 n6 pt1, pp519-521, Nov '70
*Interest Tests, *Culturally Disadvantaged, *Occupational Choice, *Individual Characteristics, Vocational Counseling, Females
The use of the Strong Vocational Interest Blank with disadvantaged women showed that the Strong Interest Blank can be useful in recognizing individuality in disadvantaged women and in helping them to choose satisfying job training experiences. (Author)

EJ 051 704 140 UD 501 437
The Theory and Practice of Educating the Disadvantaged: A Case Study Ryan, Michael N.; Lewis, Lionel S., *Education and Urban Society*, v4 n2, pp155-176, Feb 72
*Compensatory Education, *Cultural Disadvantagement, *Disadvantaged Youth, *Case Studies, *Vocational Counseling, Vocational Rehabilitation

EJ 017 778 380 CG 501 252
Group Counseling With Disadvantaged Youth in an Employment Setting Waterland, Jean C., *J Employment Counseling* v7 n1, pp3-7, Mar '70
*Disadvantaged Youth, *Group Counseling, *Group Dynamics, *Employment Services, *Employment Counselors, Culturally Disadvantaged, Subemployment, Groups, Group Guidance, Occupational Guidance,
Discusses: (1) characteristics of the disadvantaged; (2) principles of group selection and group interaction; and (3) group counseling techniques - continuity, results, talking and influencing behavior. (EK)

EJ 035 885 520 CG 502 651
An Evaluation of the Effect of Pretesting Orientation on GATB Scores Ziegler, Elwood, *Journal of Employment Counseling*, v8 n1, pp31-36, Mar 71
*Testing, *Testing Programs, *Disadvantaged Youth, *Aptitude Tests, *Occupational Guidance, Job Applicants, Goal Orientation, Employment Services, Tests
Described is a pretesting orientation program designed to place disadvantaged applicants in a more competive position in terms of test taking skills by developing (1) an understanding of why different kinds of tests are used, and (2) procedures to be used in teaching basic mechanics of good test taking skills. (BY)

Doctoral Dissertations

Barbee, Joel Ralph. JOB INTERVIEW TRAINING FOR THE DISADVANTAGED USING TECHNIQUES OF BEHAVIOR MODIFICATION AND VIDEOTAPE FEEDBACK. University of Northern Colorado, 1972. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order No. 72-22,400)

The primary purpose of this experimental study was to assess the relative effectiveness of a variety of treatment programs designed to improve the interviewing skills of disadvantaged persons and thereby enhance their chances for suitable employment. The disadvantaged person is often characterized by a passive presentation of self in an employment interview situation. Prospective employers tend to perceive such a person as unskilled, unresponsive and ill-suited to the demands of complex vocational roles. Subjects for the study were randomly selected from the client populations of three large metropolitan manpower agencies that provide skills training to disadvantaged persons. Subjects were assigned to one of three experimental interview training conditions. Following an initial (PRE) simulated job interview, which was videotaped, each subject in the first condition (Video) was shown the videotape of his performance and then a second (POST) interview was conducted. Following a similar PRE interview each subject in the second condition (Combined) was shown the videotape of his PRE interview and trained with behavior modification techniques (identifying behaviors to be altered, role rehearsal, practice and reinforcement of approximate behavior) prior to the POST interview. Subjects in the third condition (Control) received no intervening treatment between PRE and POST interviews. All subjects were given personality, socioculture, intelligence and self-concept measures. All videotaped interviews were arranged by general vocational areas and then randomly presented (as to PRE and POST, and experimental condition) to a group of judges familiar with each vocational area. The judges, persons from government agencies and the business community who are responsible for hiring for entry level positions, were asked to rate the subjects on a variety of dimensions after viewing each videotaped interview. Differences between the PRE and POST ratings by the judges were analyzed using analysis of variance and t test techniques. In addition to these tests of the significance of differences of the change of the three experimental groups, correlations were carried out to determine if certain subject characteristics were significantly related to PRE-POST change. The results of the analyses showed that the subjects in the Video condition failed to change significantly more than did those subjects in the Control condition. The subjects in the Combined condition changed significantly more than did those subjects in the Control group on the criteria of specific interviewing behaviors and on the probability of their being hired as judged by potential employers. While the Combined subjects changed signficantly more than the Video subjects on some specific interviewing skills, the difference on the probability of hire item failed to reach statistical signficance. In the analysis of the relationship between individual subject characteristics and amount of PRE-POST change, the level of socio-cultural disadvantage of the subjects was found to be unrelated to PRE-POST change. Level of Intelligence was found to be positively related to PRE-POST performance change. The present study has shown that it is possible through the use of videotape feedback and behavior modification techniques to produce positive change in interviewing behavior of disadvantaged persons. The results

suggest that the application of these techniques could substantially increase the chances of a disadvantaged person obtaining suitable employment. Although further research is indicated for clarification of several issues raised by the study, this research has generally demonstrated the effectiveness and practicality of this methodology in producing and measuring behavioral change.

Bowden, Delbert Anton. PUPIL SERVICES FOR THE INNER-CITY "HOUSE" SCHOOL. Northwestern University, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order No. 71-30,747)

This descriptive study includes the design for a model program of pupil services for this nation's inner-city schools. Mounting numbers of unemployed high school dropouts demonstrate the faulty transition of our youth from school to work or other socially acceptable pursuits. Inner-city schools are characterized by a high dropout rate, a low average daily attendance rate, and a stress on college preparation curriculum with little opportunity for vocational preparation. The house plan of school organization has been described as very effective for motivating students to stay in school. In this type of organization, a large comprehensive high school is divided into small sub-divisions, called houses. Students attend most of their classes within the house, and they become well known by the house faculty and student body. Because the house is part of a large school, however, the students have both the intimacy and encouragement of a small house plus the facilities and varied curricular offerings of a large high school. The body of house literature is thoroughly covered and pupil services within the house plan of school organization are reported in detail. In this model program, pupil services are offered primarily through guides; homeroom teachers with a reduced teaching load who are free for half of each day to become acquainted with and to help a group of 100 students. A counselor in each house is the pupil services specialist and counselor for students in need of these services. This model program of pupil services for an inner-city school includes those services recommended by the Chicago Bureau of Pupil Personnel Services and the American School Counselor Association, and which conform to selected regional, state and county guidelines from across the United States. An inspection of the comparisons between the model program and the various guidelines reveals certain differences which reflect consideration of conditions and problems peculiar to the inner-city. Some specific differences touch on pupil appraisal, diagnostic testing, work experience, vocational preparation and transition from school to work. The concluding discussion includes exploration of some implications for staffing, ability grouping, student motivation, vocational experience and student placement. Recommendations are made for continuing evaluation and experimentation in the field of inner-city pupil services. Although local Chicago criticisms and guidelines are prominent in the discussions and conclusions of this study, the model program of pupil services has potential utility for any metropolitan area, including inner-cities of the United States and the emerging comprehensive state schools of Europe.

Hall, John Wesley. THE EFFECTS OF SUPPORTIVE SERVICES FOR DISADVANTAGED COLLEGE STUDENTS. The Ohio State University, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order No. 72-4511)

The main purpose of this study was to determine what effects supportive services have on disadvantaged college students. More specifically, are supportive services the determining factor for the success or failure of disadvantaged college students? A total of one hundred and forty-six subjects constituted the sample for this research. The American College Test (Student Handbook, 1970), Student Grade Report, and the Student Questionnaire were the instruments used. Analysis of covariance and a chi-square test were the statistical techniques used for analyzing the data. The questions for which answers were sought included: (1) Would there be any significant difference in grade point change of disadvantaged college students that receive supportive services than students not receiving supportive services other than financial assistance? (A) Would there be any significant difference in grade point change of disadvantaged college students that receive supportive services than students not receiving supportive services other than financial assistance Autumn Quarter? (B) Winter Quarter? (C) Autumn and Winter Quarters? (D) Spring Quarter? (E) Autumn, Winter, and Spring Quarters? (2) Would there be an significant difference in college success of disadvantaged college students that receive supportive services than students not receiving supportive services other than financial assistance? The Major findings are summarized below: (A) There was no significant difference in grade point change of disadvantaged college students that received supportive services than students not receiving supportive services other than financial assistance for Autumn Quarter. (B) There was no significant difference in grade point change of disadvantaged college students that received supportive services than students not receiving supportive services other than financial assistance for Winter Quarter. The disadvantaged college students that received supportive services grade point average was higher by 0.2744. (C) The cumulative grade point for disadvantaged college students that received supportive services was higher by 0.2735 than students that received only financial assistance, but not high enough to be significant at the .05 level for Autumn and Winter Quarters. (D) Significant differences (beyond the .05 level of grade point change for disadvantaged college students that received supportive services than students not receiving supportive services other than financial assistance for Spring Quarter were found. (E) Significant differences (beyond the .05 level) of cumulative grade point change at the end of Autumn, Winter, and Spring Quarters for disadvantaged college students that received supportive services than students not receiving supportive services other than financial assistance were found. (F) There was no significant difference of college success of disadvantaged college students that received supportive services than students not receiving supportive services other than financial assistance. "College success" for students participating in this study is defined as those students that remained in college for three quarters. This study assumed that the instruments utilized are applicable for this type of research. Additional studies using the analysis of covariance and chi-square analysis in various combinations is suggested.

Hessellund, Thorvald Andreas. THE EFFECT OF PERSONNEL ASSIGNMENT ON THE VOCATIONAL REHABILITATION OF GHETTO CLIENTS. The University of Arizona, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order No. 72-4784)

The primary purpose of this study was to determine if any differences in case outcome might exist between a rehabilitation counselor only, rehabilitation aide only, and rehabilitation counselor and rehabilitation aide working together with ghetto clients. The criterion used to determine if any differences did exist was whether or not the client was rehabilitated into employment. For those cases closed employed, the additional criterion of amount of earnings at time of closure was used. Also incorporated into the study was the effect of amount of rehabilitation worker education on the closed employed-not employed and the income criteria. Also studied were the effects of similarity of rehabilitation worker and rehabilitation client age, sex and ethnic status on the closed employed vs. not employed criterion. The 249 subjects used in this study were all clients of the San Diego Service Center office of the California Department of Rehabilitation. The counselors and aides involved with these subjects constituted the rehabilitation counseling staff of this office. All subject information was obtained through reviewing closed San Diego Service Center Rehabilitation case files. The determination of whether or not a subject (client) was seen by a counselor only, aide only, or counselor and aide together was made through reading the information kept in the case files. for the primary hypothesis, the statistical analysis showed no difference among the three personnel assignment groups (counselor only, aide only, and counselor and aide working together with the same client.) Neither was the hypothesis that there is a positive relationship between amount of rehabilitation worker education and case outcome substantiated by the statistical analysis. None of the three hypotheses stating that greater similarity between rehabilitation worker and rehabilitation client (age, sex, and ethnic status) would produce more positive outcomes were substantiated by the data gathered. The lack of demonstrable differences in personnel assignments confirms earlier assertions made in the literature regarding a lack of difference between aide and counselor performance. The study concluded with a note that efforts should continue in the direction of conducting research which attempts to differentiate the effects of personnel assignment on case outcome. It was for this reason that the primary recommendations to evolve from this study were related to a desire to see similar research conducted under more stringent conditions. The recommendations included a proposed experimental model, criteria which could be used, and suggestions for a more representative sample.

Koss, Allen B. THE USE OF THE VOCATIONAL PREFERENCE INVENTORY WITH A NORTH DAKOTA INDIAN POPULATION. The University of North Dakota, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-18,170)

The purpose of this study was to develop normative data on the Vocational Preference Inventory with an Indian population and to determine the relationships between the VPI scales and the Occupational Aspiration Scale, scholastic achievement, intelligence, and selected occupational information. The study also examined the differences between a North Dakota non-indian high school sample and a North Dakota high school sample on the VPI scales. The research sample for this study consisted of 161 North Dakota Indian high school juniors and seniors enrolled at the Turtle Mountain Community School, Fort Yates, North Dakota, for the 1970-71 academic year. All students were administered the Vocational Preference Inventory (VPI), the Occupational Information Form (OIF), the Occupational Aspiration Scale (OAS), and the Student Report Form (SRF) in the early fall. Subjects were

divided into groups based on sex and the reservation on which they resided. Scholastic achievement and intelligence test scores were obtained from the cumulative records. The statistical techniques employed were a two-way analysis of variance, Dunn's "c" test and Scheffe's test for mean comparisons, and Pearson's Product-Moment correlation technique. The .05 level was used as the criterion level for statistical significance. Results: (1) Significant differences were found for the mean score comparisons of three VPI scales. The Turtle Mountain Community School females scored lower on the Artistic scale than did the non-Indian females, while in this school the Indian males scored higher on the Self-Control scale than did the non-Indian males. Both Indian male groups scored higher on the infrequency scale than did the non-Indian males. (2) A significant negative relationship was found between the Realistic scale and intelligence test scores for the Turtle Mountain Community School males, while a significant positive relationship was found between the Status scale and intelligence test scores for these males. (3) Significant negative relationships were found between the ITED standard composite scores and the Realistic scale for the Turtle Mountain Community School females, and the Infrequency scale for the Standing Rock Community School females. A significant positive relationship was found between the ITED standard composite scores and the Intellectual scale for the Standing Rock Community School males. (4) Significant differences were found on the six vocational scales of the VPI with the Standing Rock males scoring higher than the Turtle Mountain males on the Artistic Scale, while the Standing Rock females scored higher on the Intellectual scale than did the Turtle Mountain females. (5) No significant relationships were found between the Total Acquiescence scale of the VPI and knowledge of work or location of work in specific occupations for all Indian student groups. (6) A positive relationship was found between the total OAS scores and the VPI Status scale scores for all Indian student groups.

Green, Rudolph Valentino. SELF-ACTUALIZING VALUES AND OCCUPATIONAL ASPIRATIONS OF CULTURALLY DIFFERENT YOUTH. (Pages 50-52, "Personal Orientation Inventory and Answer Sheet, not microfilmed at request of Author. (Available for consultation at University of Kentucky Library), 1969, 30(7), 2848-A. (Order No. 69-19,162)

Negro students from 6 Arkansas high schools were required to indicate the occupations to which they aspired, and to complete the Shostrom Personal Orientation Inventory (POI), a measure of values considered important to self-actualization. Four of the POI scales (Time Competence Dimension, Self-Actualizing Value, Synergy and Capacity for Intimate Contact) were found to be significantly related to the culturally different youth's level of occupational aspiration. This suggests that the school can raise the occupational aspirations of culturally different youth by raising the level of their personal orientation values as identified by the POI.

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